# Lesson 6: Food Procurement

**Lesson 6**

Food Procurement

*Slide 1*

## Meeting the Needs of Customers

National School Lunch and School Breakfast Program administrators must meet the needs of their many customers when making food purchases that will implement healthy meals. Whether you are using NuMenus or Food Based Menus, you will be modifying your menus, recipes and prepared products. Our goal is to meet the nutrition goals. To do that, we must change our food procurement practices while meeting the needs of our customers.

**Child Nutrition Customers**

- Children
- Administrators
- Parents and teachers
- Vendors

*Slide 2*

### Focus on Children

#### *Primary Customers*

Children are our primary customer. Our goal is to promote their health by providing healthy school meals they are willing to select and consume. When children consume nutritious meals, they develop healthy eating habits and increase their ability to achieve their full potential and be ready to learn. Our procurement practices are a major factor, not only in the nutritional value of the food purchased, but also in the willingness of children to select and consume the food.

#### *Food Safety*

The needs of all customers are met when food safety is a top priority. Children are especially vulnerable to unsafe food. Manufacturing, delivery, storage and preparation and handling are all areas for careful attention by food service personnel.

Notes

Make buying decisions that result in children selecting and consuming healthy meals.

**1 Interest Building Strategy/Set**

Activity – You Want What?

Appendix A

Use directions on Instructor Key to direct participants verbally to draw a design.

Show T-1. Did anyone draw it correctly?

Emphasize the importance of written specifications.

**2 Review Competencies**

**3 Purpose**

This lesson will help you improve the nutritional quality of your meals by changing your specifications and purchasing more nutritious products with accurate and valid nutrient analysis data while considering the needs of your customers. It will also help you "ride the nutrition wave" and build a strong partnership with industry.

**4 Transfer**

Who has had the experience of changing a specification in order to improve the nutritional quality of a product?

- Take 2 or 3 examples.
- Were they well accepted?
- Point out that this will be a continuous process as they implement healthy meals.

**5 Instruction**

Discuss the needs of the various customers.

What is the other vulnerable age group?

***Serving it SAFE, a Manager's Tool Kit***.

A new resource is available from USDA for site staff: ***Serving it SAFE, a Manager's Tool Kit***. The kit contains a trainer's manual on food safety, sanitation and storage. It has suggestions for hands-on learning activities, instructor and student materials and a self-instructional computer-based training program that reinforces the trainer's manual. The kit provides managers with the tools to implement a motivational and comprehensive training program.

### *Nutrition Policy*

The establishment of a nutrition policy by the school food authority is one step in the process of focusing on the needs of children. Formalizing the nutritional goals and standards for the food to be offered at a school emphasizes the importance of nutrition. It also clarifies to vendors the intent of the school to implement healthy school meals.

### *Learning Laboratory*

The lunch and breakfast meals should provide a learning laboratory for students where they can see meals that are a model for lifelong eating habits. Establishing healthy lifelong eating habits will help them to achieve optimum health and wellness.

As another part of the learning experience, schools have an opportunity to demonstrate food origins, the cultural history of foods, the agricultural sources of foods and the wide variety of foods available in America. Schools can use their printed menus, displays in the cafeteria or promotional activities to provide these learning experiences.

If nutrition education is happening in the classroom as well, schools can coordinate the learning laboratory experiences of mealtimes with the classroom learning for maximum benefit to the child.

### *Student Involvement in the Procurement Procedure*

Because students must select and consume healthy school meals in order to benefit from them, involving students in taste testing is highly recommended as a part of the procurement process. Instructions on how to conduct a student taste test panel are included in Appendix B. If a student taste panel has selected a product as acceptable, take advantage of peer power and advertise the fact that it was student tested.

**Acceptability**

Let children know goals.

*Slide 3*

To gain acceptance of changes, let children know what your goals are. If children know that we are trying to reduce

*Notes*

Children know what to do – we have to make it easy!

fat, and then we present them with some lower fat products to test, they will understand that the flavor and texture profile will be different, and therefore be more accepting of the changes.

Another way to gain acceptance of a new product is to merchandise it. Methods to merchandise healthy school meals and food items will be covered in Lesson 10: Marketing Healthy School Meals.

## Focus on Administrators

In a time of decreasing resources, schools are concentrating on the bottom line. Nutrition is important to administrators because they care about the health and well-being of children. But at the same time they expect food service programs to make every effort to keep costs down and refrain from becoming a drain on the resources of the school food authority.

Therefore, schools implementing the Dietary Guidelines have struggled to keep costs down at the same time they have worked to improve nutritional content. The following are suggestions appropriate for NuMenus and Food Based Menus gleaned from the Healthy E.D.G.E. and other groups who have implemented the Dietary Guidelines.

**Keeping Co$t$ Down**

*Work from current menus & recipes*

- Training
- Administrative time
- Food

*Slide 4*

Work from your current menus and recipes to reduce the costs associated with training, administrative time, higher food cost, etc. In addition:

- Use money-saving USDA donated commodities such as beans, pasta, fruit packed in juice or light syrup, and whole grains.
- Compare the cost of school-made and purchased items. Go with the most cost-effective method.
- Look at portion sizes of more expensive items.
- Learn what is in season. Foods in season are less expensive.
- Limit low nutrient density foods (potato chips, pickles).
- Limit, rather than eliminate, high-cost menu items.
- Develop a purchasing profile to help bidders do the best possible job of bidding. (See example in Appendix C.)

*Notes*

Nutrition is important but so is cost control.

- Develop a receiving quality control system that includes the usual counting and weighing plus laboratory reports, penalties for short or late deliveries, requirements for nutrient analysis for NuMenus, testing and evaluating for brand approval, and inspection of supplier facilities.
- Merchandise because volume decreases costs.

## Focus on Parents and Teachers

Parents and teachers are customers who need education on the changes you are making when you implement healthy school meals. Both parents and teachers influence whether a student eats school meals.

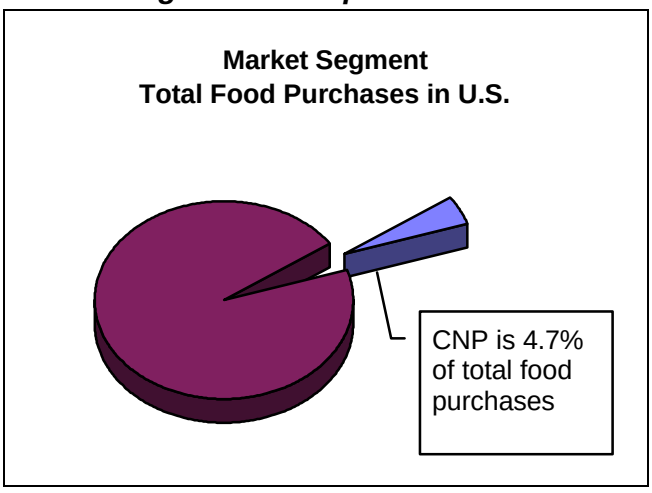
It is essential that they be aware of the changes you are making to make the meals more nutritious and how well you are doing to meet the nutrition goals. In addition, they will be interested in your efforts to involve students in your purchasing decisions.

### *Nutrition Disclosure*

Nutrition disclosure of the nutrient content of your meals and their effectiveness in meeting the Nutrient Standards is one way to educate parents on the healthfulness of your meals. This information should be available to parents. How it is distributed is up to each school. Ways to accomplish nutrition disclosure will be covered in Lesson 10: Marketing Healthy School Meals.

## Focus on Vendors

### *Influencing the Marketplace*




*Slide 5*

Child Nutrition Programs represent 4.7% of the total market for food purchases in the United States. That is a relatively small proportion of the total. One way to influence the market is to become a partner with other market segments that have similar nutrition concerns, such

*Notes*

Tell parents and teachers how well you are doing.

Become a partner with other market segments:
- health care
- colleges and universities
- business cafeterias
- prisons

If we all ask for more nutritious items, industry may respond more quickly.

as health care, colleges and universities. Other market segments in pursuit of nutritious products, but in a more limited way, are commercial cafeterias in businesses, restaurants and prisons.

Unifying the efforts of Child Nutrition Programs across the country must also happen if we are to maximize our nutrition buying power. Industry may not stop and modify their production plan for any particular agency, but if the whole nation were unified on nutrition concerns, industry might follow. Power can be achieved locally through buying co-operatives. Nationally, demanding products that support the national health goals has an effect.

## Partnering with Industry

### *Role of Industry*

**Role of Industry**

- Listen to requests
- Create new products
- Provide nutrient analysis
- Provide marketing materials
- Encourage consumption

*Slide 6*

Industry's role is to listen to requests for nutritional modifications, to develop and produce new or modified products that meet those requests and to provide the nutrient analysis of the monitored nutrients and calories for all products upon request.

They may provide an analysis based on either a laboratory analysis, a calculated analysis or a nutrition label. In addition, the fat and moisture changes for foods prepared according to the manufacturer's recommendation are helpful for NuMenus schools. Vendors should try to provide the healthy products needed without the use of fortified products in place of natural foods. Industry may also provide the marketing materials needed to encourage the consumption of healthy products.

For Food Based Menus, Child Nutrition Label products may also be available with the meal components specified, or schools may request that a letter specifying the contribution made to the meal components be provided.

*Notes*

CN labeling is a voluntary program.

### *Role of CNPs*

*Notes*

**Role of CNPs**

- Communicate needs
- Test new products
- Report results to manufacturers
- Purchase successful products

*Slide 7*

The role of the directors and staff is to communicate the need for nutritionally modified products, test new products with children, provide feedback to manufacturers and purchase successful products. At the same time, strive to keep costs down.

Again the emphasis should be on healthy, natural products that provide a broad range of nutrients, not just fortification of the nutrients monitored by the Nutrient Standards.

Examples of successful partnering with industry:

- Increasing the amount of whole grains in bread products.
- Lowering the fat content of entrees such as burritos and pizza.

Right now, including "nutrition" as a factor in a ***new*** product concept is not only possible but probable. "Light" is a driving force in the development of consumer products.

One concern of purveyors and vendors is that schools will ask for specific nutrition changes and then decide not to purchase the modified product for one of two reasons:

1. Cost
2. Inability to determine if specifications met

Point out that some schools are requiring individual foods have 30% or less calories from fat. The criterion was meant to be applied to meals over time, not to individual foods or meals.

Show T-2 – Geech cartoon
Do you ever feel this way? Many purchasing decisions mirror this philosophy.

Healthy, natural products.

Nutrition is a factor in developing many new food products.

# Procurement Decisions


*1*

[1] GEECH copyright Universal Press Syndicate. Reprinted with permission. All rights reserved.

## Variety Means All Foods

The image of good foods and bad foods often emerges in purchasing decisions and possibly eliminates a food that could fit into a weekly menu.

**What Motivates Purchasing Decisions**

- ✔ 95% believe variety and moderation are the keys to good eating.
- ✔ 67% buy based on good/bad perception.

*Slide 8*

In a recent consumer survey by the American Dietetic Association (ADA), 95% of people surveyed believed that balance, variety and moderation were the keys to healthful eating. But when choosing foods, 67% based their selection on the good food/bad food perception. The same dichotomy occurs when making procurement decisions for lunch and breakfast.

It must be emphasized that the Dietary Guidelines were designed to be applied to a diet over a period of time, not to one meal or one food. It is not correct to apply the limit of 30% of calories from fat or 10% or less of calories from saturated fat to individual foods or meals. It is the balance of a variety of foods consumed over a week that should achieve those goals.

Even though a particular food is relatively high in fat or low in some of the nutrients in the Nutrient Standards, that food may still fit into a weekly menu plan. It may be possible to adjust the serving size or frequency of service in order to make a food fit into the overall diet.

However, while many products might be worked into a menu, it is easier to plan a weekly menu if the most nutrient-dense food that is acceptable to students and is within an acceptable cost profile is selected. Therefore, if there are two equally acceptable products of relatively equal cost, then the next deciding factor might be the food's nutritional value.

A product high in fat or sodium should not be completely eliminated if it is a popular source of other nutrients for your customers. Again, remember that the Dietary Guidelines do not apply to a food, they apply to the total diet. Using moderation in making changes will result in long-term positive changes. Continuing to serve popular menu items that your customers like keeps them coming back to eat. Limit and balance foods rather than eliminating them.

## Specifications

When making changes in specifications, menu planners may use two new references that will be available in the spring and summer of 1996:

*Notes*

Activity – Use of Varied Fat Levels T-3
Everyone is checking the food label for contents and nutrient analysis.
Although this example is only for a day, it demonstrates the principle as it would apply to a weekly menu.
Give four examples of an entree with varying amounts of fat. Ask participants which entrees, based on a certain calorie standard, could be incorporated into the lunch meal and still meet the 30% of calories from fat standard.

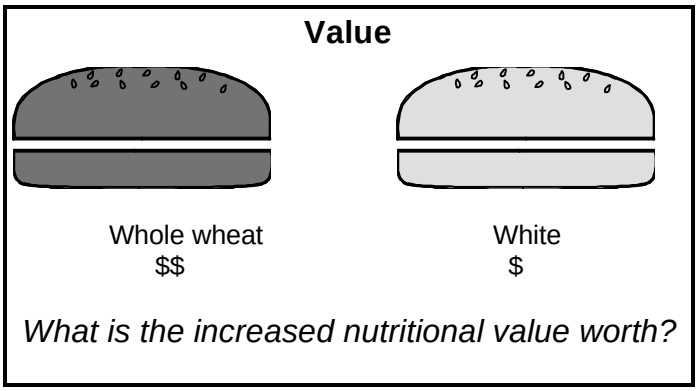
- Burrito A: 20 g fat
- Burrito B: 12 g fat
- Burrito C: 18 g fat
- Burrito D: 6 g fat

Answer: All. Lower fat entrees can be used with minimal fat restriction in the accompanying foods served in the same meal. Higher fat entrees can still be served even though they are high in fat, but it will be difficult to meet the fat goal for that meal because of the unrealistic amount of fat left to play with for the accompanying foods that can be served.
When the higher fat burrito is served, the accompanying foods cannot contain any significant amount of fat because the entree has used up the fat allotment for that meal (i.e., 22 grams total based on 667 calories). Skim milk must be served.
When the lower fat burrito is served, the menu planner can be less restrictive on the fat content of the accompanying foods. Butter can be used to season the mixed vegetables and a dessert with added fat can be served. In addition, 2% milk can be served.

1. ***Choice Plus***, distributed to all school food authorities by Food and Consumer Services, USDA
2. ***First Choice***, distributed by the National Food Service Management Institute (NFSMI)

## Cost Control

### *Value*




*Slide 9*

When making purchasing decisions, industry asks that schools consider the ***value*** of the food equal to nutrition divided by cost. Initially, cost may be higher because of low demand for more nutritious products. However, as demand increases, the cost may be less. If cost alone is considered when a purchasing decision is made, then manufacturers will soon learn that Child Nutrition Programs are not serious about nutritional demands. Eventually industry may not support efforts to improve the nutritional content of food products.

Before requesting that manufacturers reformulate products and incur increased costs, menu planners should know the nutrient analysis of a current menu. The nutrient analysis will indicate if the menu meets the Nutrient Standards. For instance, if the fat content were too high, the menu planner could look at the fat content of all the menu items and identify which ones are highest in fat, and target them for modification.

An example for Food Based Menus involves serving more grains/breads and vegetables/fruits servings. The school should look at the simplest and most cost effective way to increase servings. Is it adding more food items or is it increasing the serving size? We need to work with vendors to determine what is most cost effective.

The cost of more nutritious products may be higher, but CNPs may be able to offset that by other cost saving methods.

*Notes*

Check your current menus. You may be closer than you think.

What is the most cost effective way to increase grains, vegetables and fruit?

## Interpreting Bids

There is a concern on the part of vendors that schools specify criteria and then are unable to determine if the specifications are met. The testing necessary to check the fat content of meat, for instance, is highly technical and relatively expensive. Care must be taken to use only those specifications that will be checked for compliance at the point of receipt. Site staff are crucial for success in this area.

It is important to be specific when using terms such as reduced fat or lowfat in specifications. The terms can refer to color, flavor or texture. The use of the term with a product does not always mean reduced fat. Light or "lite" means that the food contains one-third fewer calories or half the fat, or it means that the sodium content of a low-calorie, lowfat food has been reduced by 50 percent.

The Food and Drug Administration (FDA) has set standards for clearly outlining specifications (refer to Appendices D and E for "Getting Specific" and "A Little 'Lite' Reading"). For example, "lowfat" means 3 grams or less per serving, or per 50 grams of the food if it is a very small serving.

*Notes*

Do not ask for things you cannot test for comparison.

Words mean something!

# Food Based Menus

## Food Specification Changes

In Food Based Menus, we continue to have a meal pattern with required food components and required servings of specified food items. Therefore, Child Nutrition Labels and specifications on the food components and servings sizes are needed. In addition, schools are encouraged to request a nutrient analysis for their own information and to aid in the state review.

## Challenge

The challenge for Food Based Menus is to purchase the right selection of foods in each food component to achieve the reductions in fat and saturated fat and the maintenance of calories and nutrients that are the goals for all of the menu planning systems. How can this be accomplished without using a nutrient analysis of the meals?

### *Variety and Balance*

One answer is to purchase a variety of foods within each food component. Within each food component for Food Based Menus, there are selections which are high and others which are low in fat and saturated fat. As we will learn in Lesson 7: ABCs of Menu Planning, variety is a basic principle for menu planning.

For example, when planning the meat/meat alternate for a week of menus, using a beef, a pork, a chicken, a turkey and a bean entree on each of five days will give variety to the dimension of the **source** of the meat/meat alternate. Making one entree out of **ground** beef, another out of **cubed** pork, another of chicken **pieces**, another of **shredded** turkey and the last from **whole** beans adds variety in the dimension of **form**. The fact that each has a different level of fat and saturated fat ensures that there is variety and balance in the dimension of **fat**.

*Notes*

How can we buy the right products without nutrient analysis?

## *Budget Concept*

Another answer is to use the budget concept. We know from checking the Nutrient Standards and the calculations we did in Lesson 3: Program Requirements – NuMenus and Assisted NuMenus, that the amount of fat that can be in a weekly menu on average depends on the calories: 30% of the calories may come from fat, with 1/3 of those, or 10%, coming from saturated fat. So we know our "budget" on average for a week is 22 grams of fat for lunch for grades K-6 and 28 grams of fat for grades 7-12.

**Budget Guidelines**
*Balance high and lowfat foods*

| Average (Budget Concept) | Grades K-6 | Grades 7-12 |
|---|---|---|
| Fat grams to spend | 22 | 28 |
| Milk | -3 | -3 |
| Bread | -3 | -3 |
| Lowfat dressing (1 Tbs.) | -1.5 | -1.5 |
| For entree and other menu items | 14.5g | 20.5g |

*Slide 10*

Looking at how much fat is allowed, it is clear that fat, as well as purchasing dollars, must be spent wisely. There is considerably more fat available for older students, because their calorie level is so much greater. However, the portions for grades 7-12 are usually larger and contain more calories and fat.

*Notes*

Healthy Edge and Lunchpower have simple charts for tracking nutrients.

# NuMenus

## Food Specification Changes

Old specifications must be revised to eliminate unnecessary criteria and add new criteria for NuMenus. In NuMenus there is no meal pattern requirement for 2 ounces of meat/meat alternate, 3/4 cup fruits and/or vegetables or bread equivalents. Instead of ounces of meat, the standard is grams of protein. Instead of 1/4 cup of fruit, the standard is milligrams of vitamin C.

Therefore, it's no longer helpful to require a Child Nutrition Label. Specifications also need to be changed to **delete** meal component crediting requirements. For example, a specification for a pizza or burrito that contains 2 ounces of meat/meat alternate and 2 bread equivalents is now irrelevant. But the nutritional analysis **is** required in order to use the product in a NuMenus program. The requirement for the provision of a nutrient analysis of the product must be **added** to the specifications.

## Obtain Nutrient Analysis Information

Obtaining accurate nutrient analyses or nutrition labels of foods purchased is critical to the success of nutrient analysis of NuMenus. A good starting point is to get the information from the purveyor or vendor when you meet with them to discuss new products. USDA has developed a letter and ***Data Submission Form*** for obtaining the nutrient analysis. They will be discussed in Lesson 8: Nutrient Databases and Software for Child Nutrition Programs. Several states are now requiring that nutrient analyses be provided for their commodity processed items, and that the information be made available to their Child Nutrition Programs.

**Bid Request**

Note: Nutrient analysis or nutrition label required for NuMenus.

*Slide 11*

The request should be listed on every page of the bid document. In some districts the Child Nutrition Program will not place any food products on their approved list until the analysis is received.

If you have difficulty obtaining the nutrient analysis from the vendor meeting or the bid process, the next step is to go directly to the manufacturer. Reaching the right person at the manufacturer can make the difference in getting the nutrient analysis and obtaining accurate data. A possible contact is the research and development department. Many

*Notes*

Eliminate criteria no longer required.

manufacturers also have a staff dietitian who does nutrient analysis on site.

### *Monitored Nutrients Only*

It is important for schools to request information only on the monitored nutrients. Asking for additional nutrients can cause a burden for the manufacturer. If they are doing a laboratory analysis, they must pay for each additional nutrient. If they are doing a calculated analysis using either a software program or USDA ***Handbook 8***, it creates unnecessary work.

### *National Nutrient Databases*

Schools should encourage the submission of the nutrient data to the National Nutrient Database for Child Nutrition Programs as outlined in Lesson 8: Nutrient Databases and Software for Child Nutrition Programs. They should also request information regarding the fat and moisture changes that occur when the manufacturer's recommended preparation methods are used.

### *Accuracy*

The accuracy of analyses from manufacturers is a concern. The USDA National Nutrient Database for Child Nutrition Programs will solicit the information from vendors and add the analyses to the database after review of the analysis. Child Nutrition Programs must also take responsibility for checking the validity of the nutrient analyses from vendors. It is suggested that the nutrient analysis **source**, whether from lab analysis, computer analysis or USDA ***Handbook 8*** calculations, be included as a part of the nutrient analysis sheet from vendors.

One way to verify that the analysis is accurate, or is at least within reason, is to compare the analysis to a similar product analysis which is in the database and has already been verified. Significant discrepancies indicate that you should investigate the analysis more thoroughly. For example, you should take a closer look if a nutrient was double or half as much as a similar product, or if a nutrient like carbohydrate was listed for a muscle-meat product, since we know meat has little or no carbohydrates.

At this point there are no legal requirements that the nutrient analysis provided by a manufacturer be accurate, even though there are fines for incorrect information on a nutrition label.

Once the manufacturer's nutrient analysis is obtained and evaluated, adding it to the database correctly is a final, critical step. A cross check procedure by program staff should be established to check for data entry errors.

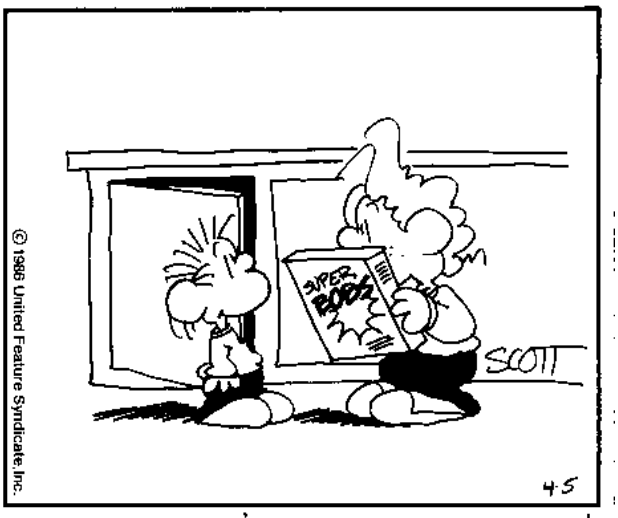
*Notes*

**6** **Guided Practice**

Activity – Appendix F
Evaluating a Nutrient Analysis
Evaluate and compare an analysis from the NNDCNP and nonverified nutrient analysis. Point out similarities and possible discrepancies to the whole group.

## Food Label

Gumdrop




"THIS STUFF DOESN'T CONTAIN ANYTHING THAT'S GOOD FOR YOU... I BET IT TASTES GREAT!"

[2]

*Notes*

[2] GUMDROP reprinted by permission of UFS, Inc.

Another way to get the nutrient analysis from the manufacturer is to use a retail food label. An example is bread. The bread purchased by Child Nutrition Programs is usually the same product sold to retail stores. Labeling laws apply to those products. A limited nutrient profile can be drawn from the label using the nutrient analysis software. (See Appendix G for the New Nutrition Label.)

# Additional Tips

**Tips**

Perception ≠ Reality
Plan for variety
Consider new equipment

*Slide 12*

- Do not confuse perception with reality. An unbreaded chicken patty may not have less fat than a breaded patty; it depends on how much chicken skin is included in the formulation. A turkey hot dog may have more fat than a beef hot dog; it depends on how much fat is added back into the formula.
- It is easy to lack variety when planning menus. Make a list of all of your entrees with a few of the major nutrients listed, such as fat, sodium and protein listed, and use it to work additional items into the menu.
- You may have to purchase different equipment in order to implement changes in menus, recipes and purchases. You might need a steamer, salad bar, or food processor.

*Notes*

**7 Individual Practice**

None.

**8 Closure**

What is new?
What is easy?
What is hard?
Review competencies.

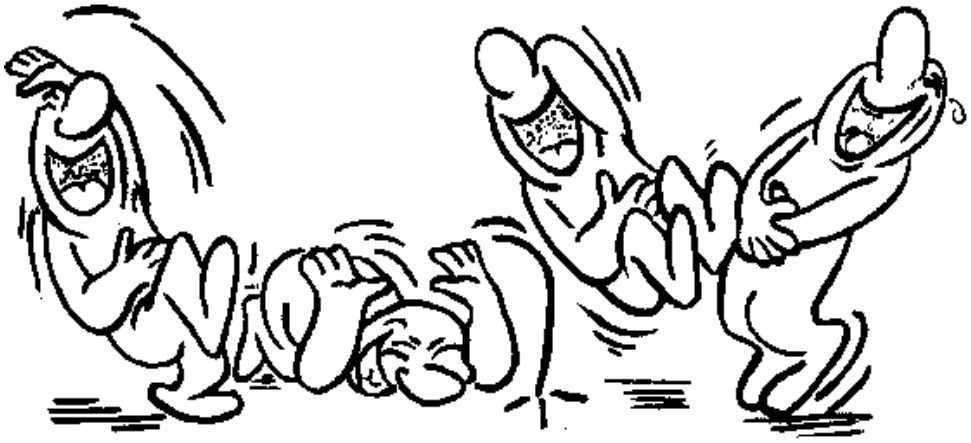
Show T-4, Gumdrop cartoon
More and more people are checking the label. We can too, sometimes.

**9 Back on the Job...**

Review and revise food specifications in light of program requirements and customer needs.
Emphasize the importance of obtaining the nutrient analysis of food, even with Food Based Menus.

## Appendix A: Activity

# YOU WANT WHAT?



# Appendix B: Taste-Test Panel

1. Vendor submits samples to warehouse at least three days prior to taste-test.

2. CN director develops a taste-test evaluation form for the particular age group involved (Happy to Sad face for elementary school age, 1 to 10 for older students).

3. Instruct CN staff on how to prepare food items and how to hand out samples.

    a. Follow manufacturer's suggestions for preparation, unless the product has been previously tested and the procedure has been changed.

    b. Show students a whole, uncut product, but serve in smaller pieces.

4. Instruct students on how to taste-test.

    a. Ask students to rate the product based on their own perception, not their friends'.

    b. Ask students to be honest and ask older students to make specific comments.

5. Vendors are invited to taste-test. They are not introduced and are instructed not to interact with the students until after the taste-test has occurred. At the end of the test, vendors are introduced and students are encouraged to make verbal comments, ask questions, etc.

6. Results of the taste-test should be made available to all participating vendors. Mail to vendors who do not attend.

(Courtesy of Hayward Unified School District, Hayward, California)

# Appendix C: Purchasing Profile for Sample School District

The Sample School District consists of 3 High Schools with grades 9-12, 6 Junior High Schools with grades 7-9, and 30 Elementary Schools with grades K-6. Enrollment is 45,000. Daily lunch participation is 29,000 with 30 percent of the meals served being in the free category and 6 percent of the meals being in the reduced price category. Daily breakfast participation is 9,500 with 80 percent of the meals served being in the free category and 8 percent in the reduced price category.
Purchasing for all schools is done centrally by the Food and Nutrition Service Department. The FNS office is located at 100 Main Street, Sample, NT, 88888. The mailing address is P.O. Box 100.
All food and supplies are purchased through a formal bid process. The schedule for bidding for each six-month bid period is as follows:

| | |
|---|---|
| **Product Qualifying:** | Submit samples and nutrient analysis for food products 30 days prior to bid issue. |
| **Bids Issued:** | May 1 for July 1 - December 31<br>November 1 for January 1 - June 30 |
| **Bids Due:** | June 1 and December 1 |
| **Billing Procedure:** | Payments are processed through the district accounting department and are issued on or about the 15th of each month. Invoices and statements must be correctly submitted by the 5th of each month for deliveries made in the prior month. |

**Special Notes:**

A nutrient analysis of a food product is required before any purchases are made. The appropriate forms are available in the FNS office.
No MSG, lard or tropical oils may be included in products purchased.
It is the policy of this district to purchase products that are environmentally safe. Weight will be given to environmentally safe products.

# Appendix D: Getting Specific

# Appendix E:  A Little ‘Lite’ Reading

# Appendix F: Evaluating a Nutrient Analysis

**For bid package to local school purchasing office**

## Data Submission Form

Data submitted for this product are on (check one):

| | | | |
|---|---|---|---|
| "As Served" basis | | "As Purchased" basis | X |

| | | | | | |
|---|---|---|---|---|---|
| Brand: | Feathers | | | | |
| Product name: | Chicken Breasts | | | | |
| Product code: | 1402 | | | | |
| CN label number: | N/A | | | | |
| Package size: | 10 | lbs | | fluid oz. | grams |
| Standard serving: | 3 oz. portion | | | | |
| Number of servings per package: | 53 | | | | |
| Weight per serving: | 85 | | grams | | |
| Analysis based on: | Serving | | (100 grams or servings) | | |

**A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).**

| Nutrients | Measurement | Fill in Nutrient | Unit Weight |
|---|---|---|---|
| Calories | xxx | 143 | kcal |
| Protein | xx.xxx | 17.165 | grams |
| Total fat | xx.xxx | 7.175 | grams |
| Saturated fat | x.xxx | 5.102 | grams |
| Carbohydrates | xx.xxx | .623 | grams |
| Total dietary fiber | xx.xx | 0 | grams |
| Cholesterol | xx.xx | 102.10 | milligrams |
| Calcium | xx.x | 25.4 | milligrams |
| Iron | xx.xxx | 4.411 | milligrams |
| Sodium | xx.x | 399.2 | milligrams |
| Vitamin C | x.xx | 0 | milligrams |
| Vitamin A | x.x | 300.0 | IU |
| Fat change (+/-)* | xxxx | +10% | N/A |
| Moisture change (+/-)* | xxxx | -40% | N/A |

***If available**

# Appendix F (continued)

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.
Deep fry at 375° F for 10 minutes

What source of nutrient data was used to calculate the nutrient analysis?

_____ 1. Laboratory analysis (analytical).
X 2. Handbook 8 calculations (calculated).
_____ 3. Combination of 1 and 2 (analytical and calculated).
_____ 4. Nutrition Label.
_____ 5. Other. Please specify.

This data submission form is for Local School Food Service use only.

# Appendix F: (continued)

**For bid package to local school purchasing office**

## Data Submission Form

Data submitted for this product are on (check one):

| | | | | | |
|---|---|---|---|---|---|
| "As Served" basis | | "As Purchased" basis | X | | |
| Brand: | Chill Time | | | | |
| Product name: | Dinosaur Soup | | | | |
| Product code: | 212s | | | | |
| CN label number: | N/A | | | | |
| Package size: | | lbs | 46 | fluid oz. | grams |
| Standard serving: | 1 Cup | | | | |
| Number of servings per package: | 11 1/2 | | | | |
| Weight per serving: | 236 | | grams | | |
| Analysis based on: | Serving | | (100 grams or servings) | | |

**A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).**

| Nutrients | Measurement | Fill in Nutrient | Unit Weight |
|---|---|---|---|
| Calories | xxx | 90 | kcal |
| Protein | xx.xxx | 3.125 | grams |
| Total fat | xx.xxx | 2.010 | grams |
| Saturated fat | x.xxx | .500 | grams |
| Carbohydrates | xx.xxx | 15.158 | grams |
| Total dietary fiber | xx.xx | 4.22 | grams |
| Cholesterol | xx.xx | 20.51 | milligrams |
| Calcium | xx.x | 200.7 | milligrams |
| Iron | xx.xxx | .720 | milligrams |
| Sodium | xx.x | 670.4 | milligrams |
| Vitamin C | x.xx | 0 | milligrams |
| Vitamin A | x.x | 150.0 | IU |
| Fat change (+/-)* | xxxx | – | N/A |
| Moisture change (+/-)* | xxxx | – | N/A |

***If available**

# Appendix F (continued)

Preparation instructions to include: ingredients to be added and amounts, cooking methods, time and temperature.

Add 1 can of water for each can of soup. Heat to 160° F.

What source of nutrient data was used to calculate the nutrient analysis?

X 1. Laboratory analysis (analytical).
____ 2. Handbook 8 calculations (calculated).
____ 3. Combination of 1 and 2 (analytical and calculated).
____ 4. Nutrition Label.
____ 5. Other. Please specify.

This data submission form is for Local School Food Service use only.

# Appendix F (continued)

From the National Nutrient Database, two comparable products are selected in the portion size that matches the newly submitted product.

05064 Chicken; breast meat only, cooked, baked — Serving: 3 oz.

| | | | | | |
|---|---|---|---|---|---|
| **Calories** | 141.9 | **Vitamin A** | 5 RE | **Cholesterol** | 73 mg |
| **Protein** | 26.67 g | **Vitamin C** | 0 | **Sodium** | 64 mg |
| **Iron** | .894 mg | **Total Fat** | 3.07 g | **Dietary Fiber** | 0 |
| **Calcium** | 12.9 mg | **Saturated Fat** | .87 g | **Carbohydrate** | 0 g |

06425 Soup; chicken, vegetable, canned — Serving: 1 cup

| | | | | | |
|---|---|---|---|---|---|
| **Calories** | 74.71 | **Vitamin A** | 265.1 RE | **Cholesterol** | 9.64 mg |
| **Protein** | 3.62 g | **Vitamin C** | .96 mg | **Sodium** | 944.72 mg |
| **Iron** | .87 mg | **Total Fat** | 2.84 g | **Dietary Fiber** | .96 g |
| **Calcium** | 16.97 mg | **Saturated Fat** | .84 g | **Carbohydrate** | 8.58 g |

1. Which nutrients are similar?
   Chicken Breast:
   Soup:

2. Which nutrients are very different?
   Chicken Breast:
   Soup:

3. Would you question the accuracy of the analysis from the manufacturer?
   Chicken Breast:
   Soup:

# Appendix G: Key Aspects of the New Nutrition Facts Label

# Appendix H: Use of Varied Fat Level Products

Based on the RDA for a nine-year old (667 Kcal and 22g fat for lunch)

## HIGHER FAT ENTREE

| Menu | Fat (Grams) | Calories |
|---|---|---|
| Burrito A | 20 | 350 |
| Spanish Rice (1/4 cup) | 1 | 62 |
| Steamed Green Peas (1/2 cup) | .2 | 60 |
| Freestone Peaches (1/2 cup) | .2 | 118 |
| Skim Milk (1 cup) | .44 | 86 |
| Total | 21.84 | 676 |
| | 29% Calories from Fat | |

## LOWER FAT ENTREE

| Menu | Fat (Grams) | Calories |
|---|---|---|
| Burrito B | 12 | 275 |
| Steamed Mixed Vegetables (1/2 cup) | .2 | 50 |
| Butter (1/2 tsp.) | 2 | 18 |
| Cherry Cobbler (1/2 cup) | 6 | 270 |
| 2% Milk (1 cup) | 5 | 122 |
| Total | 25.2 | 735 |
| | 31% Calories from Fat | |

Both the higher fat and the lower fat burritos can be served and fall within the 30% calories from fat guidelines. However, careful menu planning techniques must be implemented in order for the meal that contains the higher fat burrito to meet the fat standard.

# Appendix I: Instructor Outline

## Lesson 6: Food Procurement

### Lesson Time

Approximately 1 hour

### Equipment

- ✔ Slide projector
- ✔ 3 screens
- ✔ Overhead projector
- ✔ Computer

### Materials

- ✔ Slides
- ✔ Transparencies:
  - T-1 Instructor Key – Appendix I: You Want What?
  - T-2 Cartoon: Geech
  - T-3 Activity – Appendix H: Use of Varied Fat Level Products
  - T-4 Cartoon: Gumdrop
- ✔ Blank overhead transparency sheets
- ✔ Pens for overhead transparency sheets
- ✔ Activity – Appendix F: Evaluating a Nutrient Analysis
- ✔ Activity – Appendix H: Use of Varied Fat Level Products

# Lesson Plan Outline

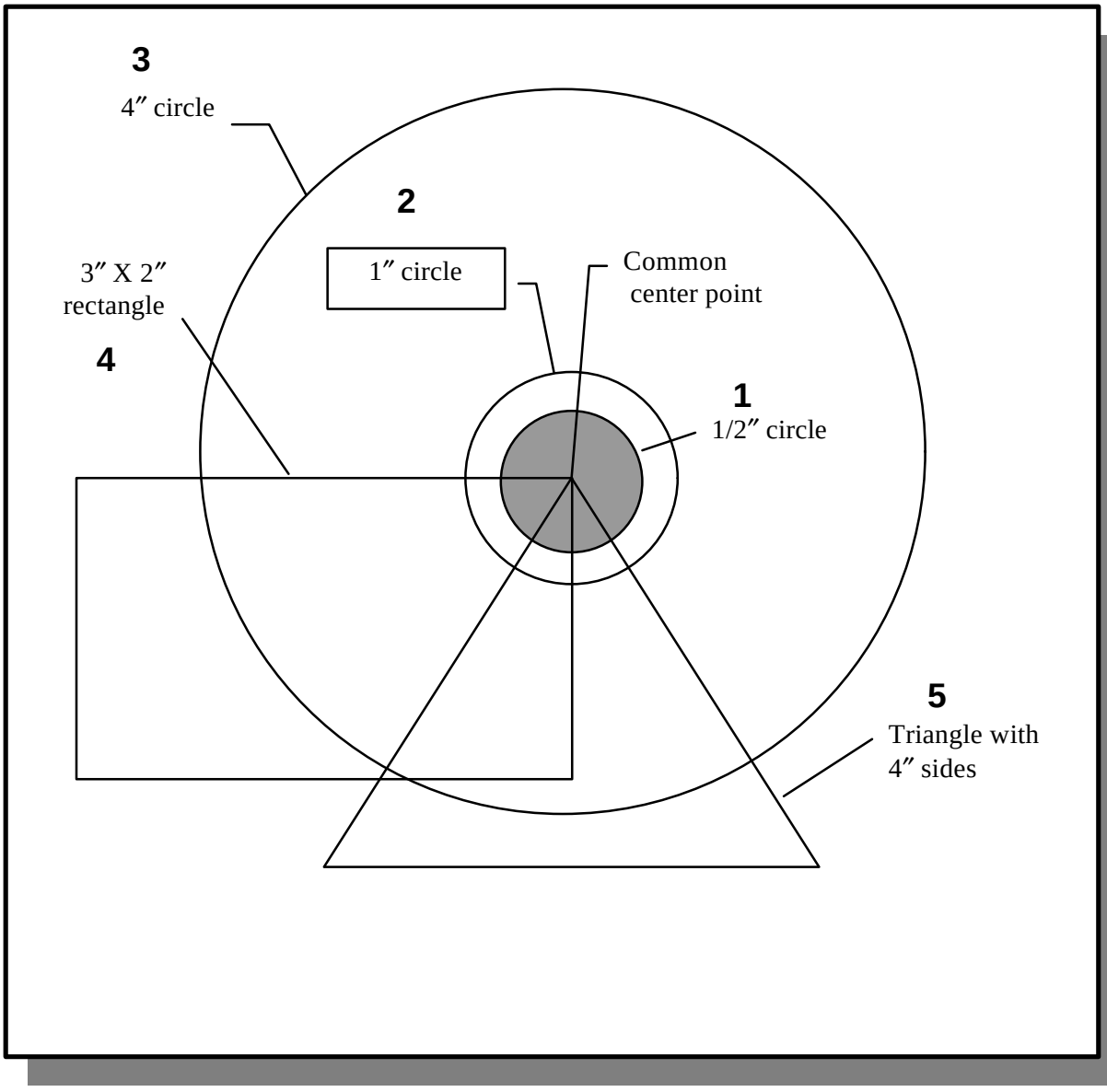
1. Interest Building Strategy/Set
    a. Using the Instructor Key, T-1, direct the participants, verbally, to draw the figure in the order as numbered on the activity sheet in Appendix A: You Want What?
    b. Show T-1. Did anyone draw what was described?
    c. Emphasize the importance of written specifications.
2. Review Competencies
3. Purpose
    a. This lesson will help you improve the nutritional quality of your meals by changing your specifications and purchasing more nutritious products with accurate and valid nutrient analysis data while considering the needs of your customers. It will also help you "ride the nutrition wave" and build a strong partnership with industry.
4. Transfer
    a. Who has had the experience of changing a specification in order to improve the nutritional quality of a product?
        i) Take 2 or 3 examples of the above from participants.
        ii) Were they well accepted?
        iii) Point out that this will be a continuous process as they implement healthy school meals.
5. Instruction
    a. Discuss the needs of various customers.
        i) Children
        ii) Administrators
        iii) Parents and teachers
        iv) Vendors
            a) Partnering with industry
    b. Discuss making procurement decisions.
        i) Show T-2, Geech cartoon.
        ii) Variety means all foods.
        iii) Discuss cost control.
        iv) Discuss interpreting bids.
    c. Discuss the specific points for Food Based Menus.
        i) Food specification changes
        ii) Challenge to reduce fat and maintain calories without nutrient analysis
    d. Discuss the specific points for NuMenus.
        i) Food specification changes
        ii) Obtain nutrient analysis
            a) Activity – Appendix F: Evaluating a Nutrient Analysis
        iii) Food label
    e. Review the additional tips.
6. Guided Practice
        i) Activity – Appendix H: Use of Varied Fat Levels (T-3)
        ii) Activity – Appendix F: Evaluating a Nutrient Analysis
7. Individual Practice
    a. None.
8. Closure
    a. What is new?
    b. What is easy?
    c. What is hard?
    d. Review competencies.
9. Back on the Job...
    a. Review and revise food specifications in light of program requirements and customer needs.

b. Emphasize the importance of obtaining the nutrient analysis, even with Food Based Menus.

10. Appendices
    a. Appendix A: You Want What?
    b. Appendix B: Taste-Test Panel
    c. Appendix C: Purchasing Profile for Sample School District
    d. Appendix D: Getting Specific
    e. Appendix E: A Little 'Lite' Reading
    f. Appendix F: Evaluating a Nutrient Analysis
    g. Appendix G: Key Aspects of the New Nutrition Facts Label
    h. Appendix H: Use of Varied Fat Level Products
    i. Appendix I: Instructor Outline

## Appendix I: Instructor Key

# YOU WANT WHAT?



# Appendix I: Instructor Key

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|---|---|---|---|---|---|
| **Calories** | 74.71 | **Vitamin A** | 265.1 RE | **Cholesterol** | 9.64 mg |
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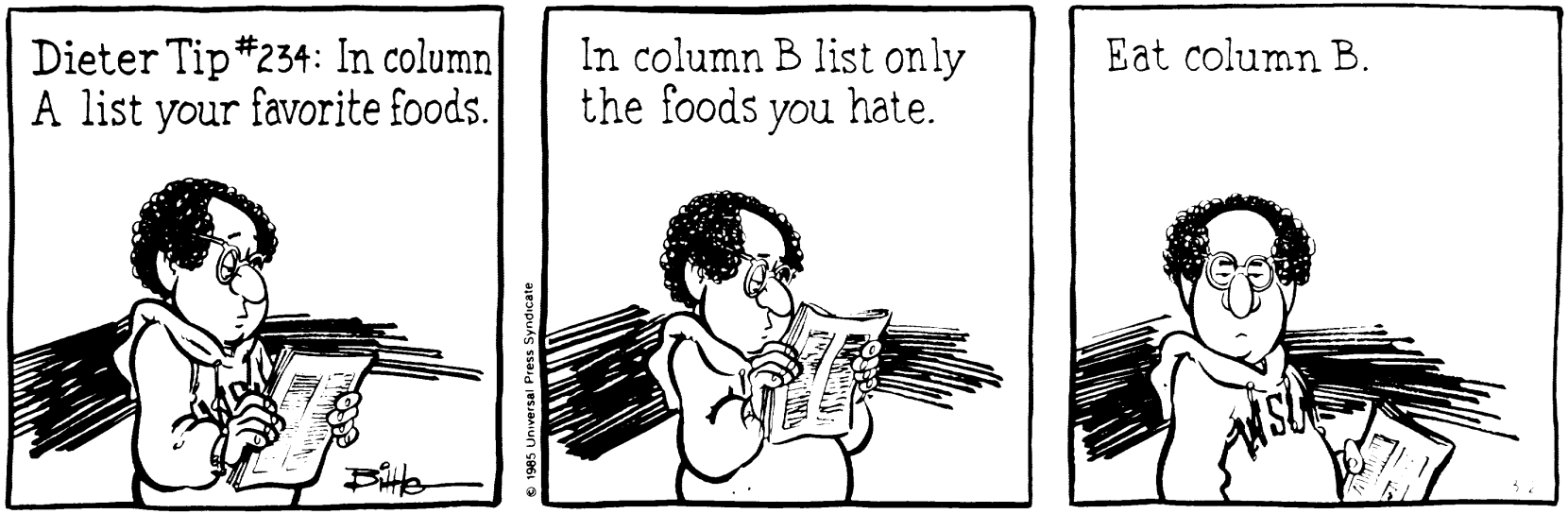
| **Calcium** | 16.97 mg | **Saturated Fat** | .84 g | **Carbohydrate** | 8.58 g |

1. Which nutrients are similar?
   Chicken Breast:
   **Calories, Cholesterol, Vitamin C, Dietary Fiber**
   Soup:
   **Protein, Fat, Saturated Fat, Iron**
2. Which nutrients are very different?
   Chicken Breast:
   **Protein, Iron, Vitamin A, Sodium, Saturated Fat**
   Soup:
   **Calcium, Carbohydrate, Dietary Fiber, Cholesterol, Sodium**
3. Would you question the accuracy of the analysis from the manufacturer?
   Chicken Breast:
   **Yes. Too many large discrepancies.**
   Soup:
   **Possibly not. The difference could be in the amount of pasta in Dinosaur Soup.**

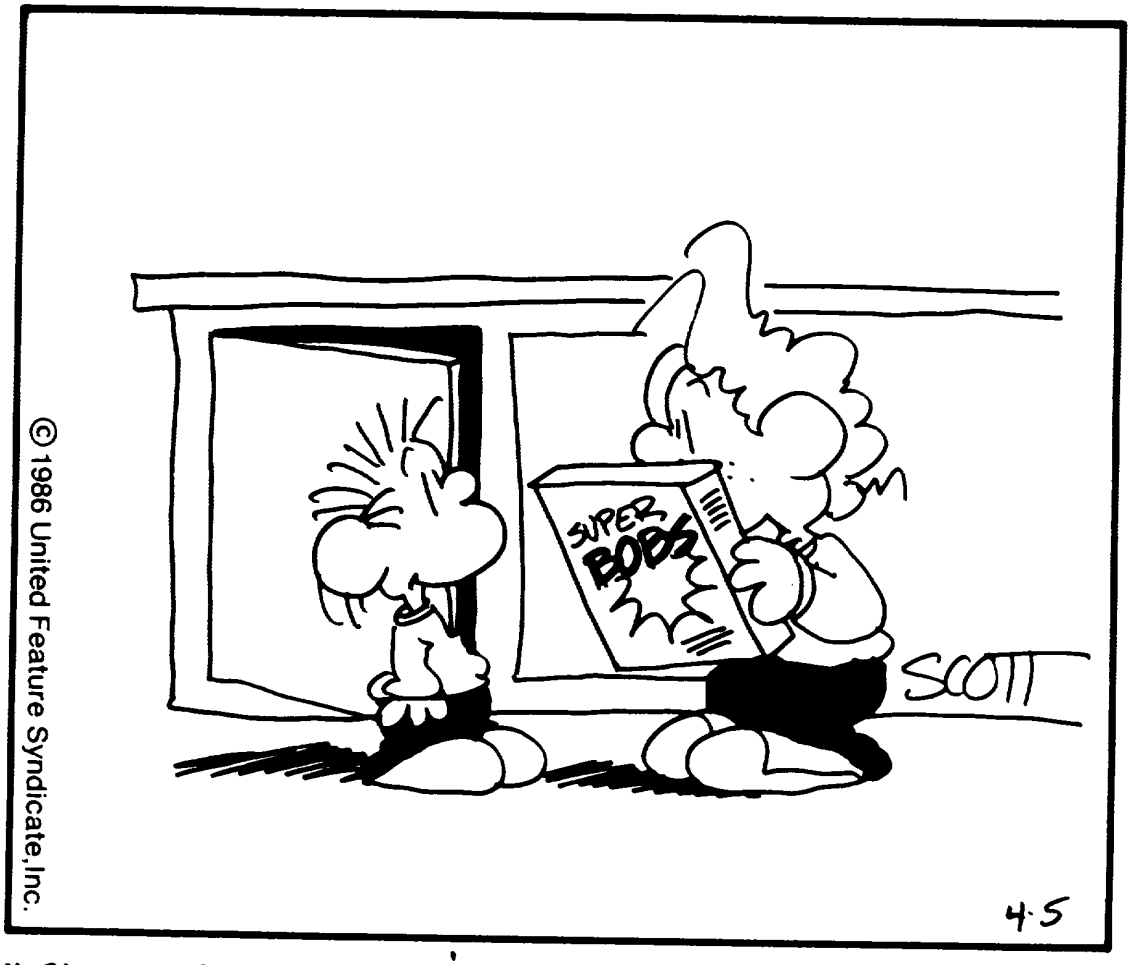
# T-2

**Geech**



# T-4

## Gumdrop








"THIS STUFF DOESN'T CONTAIN ANYTHING THAT'S GOOD FOR YOU... I BET IT TASTES GREAT!"

# Lesson 6: Food Procurement

## Competencies

**Participants will be able to:**

1. Explain how all foods may fit into a menu with balance and variety.
2. Apply to food procurement the concept that the Dietary Guidelines for Americans apply to food consumed over time, not one product or one meal.
3. Evaluate the accuracy of nutrient analyses from manufacturers.